

N.B.—These Programmes must be used in conjunction with *Home Education and Parents and Children* (see N.B. 3).

Programme 126†

L₁

(April to July, 1933.
Sept. to Dec. 1933, overseas)

Parents' National Educational Union.

The Parents' Union School.

(Address : THE DIRECTOR, THE PARENTS' UNION SCHOOL,
AMBLESIDE.)

Motto : "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and
good literature."—(DEAN COLET.)

FORM L₁, (A & B),
(Ages 6 to 9).

PUPILS' NAMES.....

Bible Lessons.

The Bible text must be read and narrated without interruption.

A & B

I. Suitable stories from *Exodus*, chapters 12-20 and 32-36,
and *Numbers*, chapters 13 and 14, inclusive.
or, Beginners: *Bible Stories for My Grandchildren*, by
"Lois," (Oxford Press, 3/6).

II. Suitable stories from *St. Matthew's Gospel*, chapters 1-9
(verse 35), inclusive.

Teacher may study Dr. Paterson Smyth's *Moses and the Exodus*
(Sampson Low, 2/-), lessons 9-16, and *St. Matthew's Gospel*,
(Sampson Low, 2/-), lessons 1-7, inclusive (omitting questions),
in order to bring the passages home to the children.

Teacher will find the following books useful: *The Little Bible*
(Oxford Press, 2/6, see especially the *Appendix for Teachers and
Parents*). *Helps to the Study of the Bible* (new edition, Oxford
Press, 8/6). *Side-Lights on the Bible*, by Mrs. Brightwen (R.T.S.,
3/-). *The Life of Jesus of Nazareth*, illustrated by W. Hole (Eyre
& Spottiswoode, 15/-). *Bible Atlas* (S.P.C.K., 1/-). *The Wonder-
ful Prayer*, by G. Hollis (S.P.C.K., 2/6).

† The 126th term of work set since the Parents' Union School began.

Prayers, Hymns, etc.

The Children's Kingdom (daily readings), by G. Watts and S. Perrin (Blackwell, 2/6). *Prayers and Hymns for Little Children* (Oxford Press, 1/-, with music, 2/6), or, *Songs of Praise*, (Oxford Press, 6/-, words only, 1/-).

Sunday Reading:

A *A Book of Golden Deeds*, by Charlotte Yonge (Nelson, 1/3), pp. 73-147.
Baby Sahib, by A. A. Methley (Wells Gardner, 1/-). Ruskin's *The King of the Golden River* (Brodie, 6d.).

B Mrs. Gatty's *Parables from Nature* (Dent, 2/-), or, *The Child's Book of Saints*, by William Canton (Dent, 2/-). *Animals of the Bible*, illustrated, by E. E. Helme (R.T.S., 3/6).
The Book of an Indian Baby, by M. Entwistle (E.H.P., 1/-).

Sunday Occupations:

A & B *Adventures Overseas* (Highway Press, 2/6), for stories, games and occupations. *India Painting Book* (C.M.S., 1/-). *Tara's Village*, a cut-out model (C.M.S., 6d.).

Writing.

A Two letters to be mastered each lesson. Transcribe from reading and poetry books. Write words and short sentences from dictation. New words must be visualised beforehand (see *Home Education*, pp. 240-243).

Upper I.A., write also verses from memory, and occasionally a few sentences of a narration.

B One letter to be mastered each lesson. Write, or print, letters and words from dictation as well as from copy (see *Home Education*, page 234).

A *New Handwriting* (which is not script), by M. M. Bridges (P.N.E.U. Office, teacher's instructions, 6d., cards 4, 10, 5 and 3, 5d. each): card 7 is also a good model for cursive writing. Or, McDougall's *Print-Form Writing Exercises*, Book 1, (3½d.).

Tales.

A *The Pilgrim's Progress** (Oxford Press, 3/6, or, Nelson, 1/3), Part I., from the beginning to "The Valley of Humiliation." *Tales of Troy and Greece**, by Andrew Lang (Longmans, 5/-), pp. 56-100.

B Three or four Fairy Tales: choose from Andersen's *Fairy Tales*, or, from Grimm's *Fairy Tales* (both Oxford Press, 3/6, or any complete edition). *Aesop's Fables* (Murray, 2/6): choose from pp. 1-86.

British History.

A *Our Island Story*,* by H. E. Marshall (Jack, 10/6, or, Parts II. & III., 3/3 each), pp. 453-514 (1789-1901). *Tales from Canterbury Cathedral** (*Revised Edition*), by Mrs. Frewen Lord (Sampson Low, 1/6), pp. 1-36.

B *Our Island Story* (Jack, 10/6, or, Part I., 3/3), pp. 85-128 (1017-1100); or, work with A, as above.

Geography.

Philip's *Atlas of Comparative Geography** (3/6).

A *Ambleside Geography Books, Book I.** (1926 edition) (Kegan Paul, 2/6), pp. 71-84 inclusive; *Book II.** (1926 edition, 3/-) pp. 101-116, inclusive, map questions to be answered before each lesson. Pace, and calculate the distance on each of four roads, for 2, 4, 6 minutes, and say in which direction you walk. Learn something about six places connected with recent events. Take *The Home and Classroom Section of The Times* (Times Office direct, 6/- a year).

B *Ambleside Geography Books, Book I.*, pp. 7-17 inclusive. *The World and its Wonders* (Cambridge Press, 2/-), pp. 108-146 (omit questions). Learn something about six places Father and Mother (or teacher) have visited. (1), Describe, (2), make in tray of sand: roads, parks, streets, near home.

Natural History.*

A & B Keep a Nature Note-Book* (P.N.E.U. Office, 5d., see *Home Education*, pp. 54, 55), with as much out-door observation as possible. Find and name six kinds of wild flowers; watch animals, birds, insects.

Teacher will find useful: *Nature Rambles*: Vols. I. to IV., and *Nature in the Garden*, Vols. I. & II.: all by E. Step, F.L.S. (Warne, 2/6 each). See also *Down the Stream*, under Holiday Reading.

A *Wild Life Studies** by Frances Pitt (Nelson, 1/-), pp. 101-141. *Insect Life**, by A. Buckley (Cassell, 1/3), pp. 1-41. (Specimens should be found and much work done out-of-doors).

B *By Pond and River*, by A. Buckley (Cassell, 1/-), pp. 1-44. (Much should be done out-of-doors). *Friends of Field and Forest*, by E. E. Helme (R.T.S., 2/6), pp. 45-81. or, (*Overseas*) A & B, *Nature's Nurseries** ("Eyes and No Eyes" Series, Cassell, 1/3), pp. 1-38. *Animal Life in the East**, by Martin Duncan (Milford, 1/-), pp. 1-44.

* Members overseas see special leaflet.

French.² (See N.B. 4.)

The work should be *oral only*, but in Upper I.A children may write down words and short sentences.

A *Le Livre Rouge*,^{*} by E. Magee (Blackie, 2/-), or, *Le Français par les Images*,^{*} by G. Gladstone Solomon (Dent, 1/-), six lessons a term. Learn a poem from *Recueil de Poèmes*, Vol. I., by J. Molmy (Blackie, 6d.). Optional: a fable from *French Fables in Action*, by V. Partington (Dent, 1/-), children to narrate.

B *La Vie de Madame Souris*, by G. Gladstone Solomon (Dent, 1/-), six lessons each term.

A & B *Sonnez les Matines* (P.N.E.U. Office, 4/-), or, French singing games from *Chantez mes Enfants*, by Lady Bell (Hachette, 3/-).

Teacher will find useful: *Hints on the Teaching of Modern Languages*, by G. Gladstone Solomon (Heinemann, 1/-). The following series is also useful for accent and rhythm: *Nos Amis Français* (Grieg Publishing Company, 2/-); with six Columbia records (6/- each, not stocked at the P.N.E.U. Office).

Number. (See N.B. 4.)

Teachers' Books are essential. Some rapid mental work for A and B each lesson, and regular practice in tables.

A *Fundamental Arithmetic*, by P. B. Ballard, M.A., D.Litt., Book I.* (University of London Press, Pupils' Book 10d, Teacher's Book, 2/-).

(5th term), Pupil's Book, pp. 46-55, inclusive.

(2nd term), pp. 12-23, with *Fundamental Arithmetic Cards*. Standard I., Set A or B (1/3 each), cards 4, 5, 8, 10-13.

B (2nd term). *Step-at-a-Time Arithmetic*, Book I.* (A. & C. Black, Pupil's Book, 7d.), pp. 14-25. (Teacher's Book, 2/-). Sums may be worked with dominoes, beans, etc., at first.

Beginners' Number, by Mrs. W. A. Stephens, B.Sc.(Lond.) (P.N.E.U. Office, 4d.).

Picture Study (see Home Education, pp. 307-311)

A & B Study reproductions of six pictures by Leonardo da Vinci* (P.N.E.U. Office, 2/- the set).

See notes for teachers only in the April number of the *Parents' Review*.

Brushdrawing.

A & B Paintings of (a) six kinds of wild flowers; (b) six wild creatures that you have been able to watch; (c) scenes from stories taken from Reading books set.

Children should draw occasionally from memory, with brush, crayon, or chalk. *Pencils should not be much used*. See *Home Education*, page 313. *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-), pp. 1-9, 35-37, 145-151.

Paint-box, with specially chosen colours, brush and palette, (P.N.E.U. Office, 2/-). Box of crayons (4/-), coloured chalks, (6d.). For chalk drawing, milled blackboards (P.N.E.U. Office, 1/- each).

² Schools may substitute the national language.

Recitations.

A & B Learn 6 consecutive verses from work set in *Exodus* and *St. Matthew*. Psalm 150, or a suitable hymn. Learn a poem (each child may choose a different one).

Use one of the following: *A First Book of Poetry*, compiled by M. Chisholm, Parts I.-IV. (Nelson I. and II., 5d. each; III. and IV., 6d. each); *Tom Tiddler's Ground*, chosen by Walter de la Mare (Collins, 2/-, or, in three parts, 1/- each).

B (only) *The Fairy Flute*, by Rose Fyleman (Methuen, 1/-).

Reading.

Children should "visualise" new words every day and write them down. (See *Home Education*, page 240). Reading taught as in *Home Education*, or, use *The Beacon Readers*, by J. H. Fassett. I.B.: Books I.* (Ginn, 10d.), and II.* (1/-), with *Teachers' Manual* 1/6. I.A.: Books III. (1/2) and IV., (1/4).

For children who can read a little:

Picture Tales from the Russian,* Books I. to III. (Blackwell, 1/- each). *Peter and Gertrude** (Blackie's Nature Readers, 5d.).

Upper I.A., read poetry and books set for History, Geography and Tales.

The following may also be used for reading: *Little Sidsel Long-skirt** (Norway), by Hans Aanrud (Dent, 1/-); *The Story of One-Ear*, by Alan Sullivan (Philip, 8d.); *Red Feather and Singing Bird** (Milford, 3½d. and 6d.).

Holiday and Evening Reading:

A *Man's Great Adventure*, by Stephen Southwold (Longmans, 2/-). *Sir Walter Raleigh* (Nelson, 1/3). *Reynard the Fox*, adapted from Caxton (Wells Gardner, 1/6). *Down the Stream*, by E. E. Helme R.T.S., 2/6.

B *There Was Once*, by M. Entwistle (S.C.M., 5/-). *In the Beginning*, by Lady Erleigh (Nelson, 2/-). *The Children's World*, by M. S. (Fountain Press, 2/-).

Music Appreciation.

A & B The work of Purcell. See (a), article, and (b), the records suggested under *Our Work*, in the April *Parents' Review*.

Ear Training, Singing, Piano.

Regular lessons in ear training and sight reading. *The Compleat Teacher*, Book I., by A. Somervell (Boosey, 2/-, Pupil's Book, 3d.). *Introductory Book* (1/-), may be used for I.B. Teacher should read also *On Music Teaching*, by W. H. Leslie (P.N.E.U. Office, 6d.).

Learn two English songs.

A *The Clarendon Song Books*, Books I. & I.A. (Oxford Press, 2/- or 3/- each; words and voice parts only, 6d. or 8d. each).

B *Songtime*, edited by Percy Dearmer (Curwen, 4/-); *Traditional Songs and Tunes for Little Folk*, by Mrs. Murray MacBain (Evans, 3/-).

Learn two French songs (see under French). *The Child Pianist* (Curwen & Son, 3/- a volume), with *Teacher's Guide* (revised edition, 7/6).

Drill.

A & B Daily drill and games.

A Hundred Children's Singing Games, edited by F. Kidson (Bayley & Ferguson, 2/-). Folk dances: *Scandinavian Dances*, Series I. & II. (Ling Association, with instructions, 1d. each). *British Marches for Schools*, by Martin Shaw (Evans, 3/-).

A Board of Education *Syllabus of Physical Training for Schools, 1919* (1/-); take six consecutive tables.

B *Physical Exercises for Children under Seven* (3d.).

A & B *Suggestions in Regard to Games* (4d.). (All Eyre & Spottiswoode).

Work: Crafts, etc.

A & B (a) Help in house or garden.

Practical Gardening for Children, by H. O. Marshall (S.P.C.K., 1/-).

(b) Paper modelling.

Paper Cutting and Modelling, by J. E. Tolson (Pitman, 4/-). (Omit correlated schemes). Choose suitable models from Sections I. to V. I.B. may use *Coloured Paper Work* (Dryad, 2/-).

Make Toys from *The Toy-Maker*, by H. M. Angus (Milford, 2/6).

(c) Sewing: make, for example, a cover for a writing block.

See *Pattern Making and Cutting Out*, by Mrs. E. Griffiths (Oxford Press, 4/-).

(d) Claymodelling: make models of common objects.

Clay Work, by K. M. Lester (Batsford, 5/-), or, *Clay-Modelling*, by H. Unwin (Longmans, 4/-).

Help the "Save the Children Fund," 26 Gordon Street, London, W.C.1.

N.B.— Teachers will find valuable suggestions in *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

GENERAL NOTES.

N.B. 1.— Members are asked to remember that an average pupil should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies. The books set from "Drawing" onwards (and any others in small type) are advisable but optional.

N.B. 2.— The work in Form I.A. lasts for two years (ages 7 to 9). In the second year children should read their own books and sometimes write narration. Classes in the second year of I.A. might be called "Upper I.A."

N.B. 3.— For principles and methods of teaching the various subjects see *Home Education* (P.N.E.U. Office, 5/-), and *Parents and Children* (5/-). A record of work should be kept (see leaflet H). In home school-rooms and small schools where there are children in A as well as in B, both forms may work together, except in Tales and Geography, doing the work of A or B as they are able, but more work must be expected from I.A. The work in any one subject must not be selected from A and B.

N.B. 4.— In Arithmetic and French there must be no gaps. Pupils, if not at the stage indicated, must, in these subjects, either (a) begin the set book if the subject is new, or (b) continue in the set book from the point they have reached, but they will be handicapped in the future if they have not covered the full course for Form I. (9 terms).

N.B. 5.— Each pupil in Upper I.A. should have a copy of all books, etc., marked * and a set of the Pictures and materials. One copy of the other books is sufficient. It is essential to have at least one copy of the latest edition, from which the set pages and examination questions are taken.

N.B. 6— Members are particularly asked to follow the notes under *Our Work and Notes and Queries* in the *Parents' Review*.

N.B. 7.— The current Programmes are for Members of the School only and must not be lent. Specimen copies of old Programmes can be obtained by members from the Director, The Parents' Union School, Ambleside.

N.B. 8.— All books, P.U.S. colours, stationery, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1. (Office hours: 10 a.m. to 1 p.m., and 2 p.m. to 4 p.m., except Saturdays.)

N.B. 9.— All letters about the School and the Programmes (and also the School Fee) should be sent to The Director, The Parents' Union School, Ambleside, Westmorland. Orders for books, etc. (and also the P.N.E.U. subscription) should be sent as early as possible to the P.N.E.U. Office, 26 Victoria Street, London, S.W. 1.

Parents' National Educational Union

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AMBLESIDE.)

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FORM I. (A and B).

PUPILS' NAMES.....

Bible Lessons.

A & B 1. Tell the story of (a), how the Israelites crossed the Red Sea, or, (b) the manna in the wilderness.
2. Tell (a), how God talked with Moses on Mount Sinai, or, (b), how the Israelites helped to build the Tabernacle.
or, B, Beginners: Tell an Old Testament Story you have heard this term.
II. 1. Tell (a), about John the Baptist in the wilderness, or, (b), how Jesus called His first disciples.
2. Tell the story of (a), Jesus stilling the storm, or, (b), the healing of the two blind men.

Writing.

A Write (once only) a line of poetry from memory.
B Write, or print (once only), "He left the Magic Cloud behind."

Tales.

A 1. Tell about (a), **two** of the things Christian saw in the Interpreter's house, or, (b), how he climbed the Hill Difficulty.
2. Tell (a), how Ulysses stole the Luck of Troy, or, (b), how the Greeks got into Troy and took the city.
B 1. Tell (a), a short fairy story, or, (b), one long or two short *Æsop's Fables*.

British History.

A 1. Tell a story about (a), Napoleon, or, (b), the freeing of the slaves.
2. Tell what you know about (a), Florence Nightingale, or, (b), the Maoris.
3. Tell (a), how Augustine came to Canterbury, or, (b), about the building of Canterbury Cathedral (as it is now).
B 1. Tell a story about (a), Earl Godwin and Count Eustace, or, (b), the crowning of King Harold.
2. Tell about (a), the battle of Hastings, or, (b), some laws that William the Conqueror made.

Geography.

A 1. Draw a plan of (a), a room, or, (b), a town as you would see it from an aeroplane, and put in a scale.
2. Where would you find Norway and Sweden on the map of Europe? Draw the shape of these countries if you can. What would you expect to see on a visit to Norway?
3. Tell what you have learnt about a place mentioned in the newspapers this term, and say where you would find it on the map.
B 1. What is the shape of our world, and how do we know? Tell **two** ways of proving it.
2. Tell about (a), pearl-fishing off the coast of Ceylon, or, (b), the discovery of the North Pole.

Natural History.

A 1. (a), Tell what you know about moles, and draw one if you can; or, (b), How many kinds of tits do you know? Tell what you can about one that you have seen (give a drawing if you can).
2. Tell all you can about (a), a caterpillar, or, (b), a beetle you have watched, or read about, and give drawings if you can.
B 1. Tell what you know about (a), a dragon-fly, or, (b), a waterhen.
2. Tell about (a), the water-vole, or, (b), the wild cat, and say where you would expect to find them.
or, Overseas (A & B).
1. Tell about (a), frogs and their babies, or, (b), a bird's nest you have seen and watched.
2. Tell about (a), "Old Slow-coach," the Tortoise, or, (b), the Flying Fox.

French (Oral only).

A Children (a), tell about a picture, (b), make three new sentences, (c), recite a poem.
B Say six sentences, or, answer six questions in French, about a picture.

Number. (All working must be shown and answer clearly stated.)
A (5th Term).

- At a show there were 65 pens with 9 sheep in each, 108 pens with 4 calves in each, and 74 pens with 7 pigs in each. How many sheep, calves, and pigs at the show altogether?
- Find the cost of 6 baskets of strawberries at 2s. 4½d. a basket
- Divide 672 by 8, and 1155 by 7.

A (2nd Term).

- There were 574 buds on an apple-bough and caterpillars ate 286. How many were left?
- Some schoolchildren saved up for a day in the country. Their money-boxes contained 4s. 1½d., 1s. 0¼d., 6¾d. 3s. 2½d. How much had they to spend?
- If 698 bricks are needed to build a wall, how many will be needed to build 3 such walls?

B (2nd Term).

- A book has 9 coloured pictures in it and 25 uncoloured. How many altogether?
- A teacher had 42 pencils and gave 9 to the class. How many had she left?
- If you shared 48 buns between two elephants how many would each have?

Picture Study.

A & B Tell what you can, from memory, about "The Madonna of the Rocks," by Leonardo da Vinci.
(Another picture by Leonardo may be described if this one was not studied).

Brushdrawing. (All work to be done with brush and in colour).

- Make a picture (giving it a name), for one of the stories (from books set) you have enjoyed this term.
- (a) A wild flower with its leaf (from the object), or, (b) a bird or animal you have watched this term (from memory).

Recitations.
Father to choose a hymn, a poem, and two passages from the Bible lessons.

Reading.
Father to choose an unseen passage.

Music.

Examine in work done and report progress.

Singing.

Father to choose an English, and a French song, and two tonic sol-fa exercises.

Drill.

Drill, before parents.

Work, Crafts, etc.

Outside friend to examine, but list of handicrafts completed to appear on *Parents' Report*.

The Summer Examination is optional.— Parents and Teachers examine all the work, written and otherwise, and send in their reports only. No work to be sent up. Summer Reports (*only*) to be posted to the Director, Parents' Union School, Ambleside.

N.B.— OVERSEAS MEMBERS may send in written work for examination at the end of *any two* terms in the year.

Examination to occupy a full school week.

Reports are enclosed to be filled up by parents or teachers on all subjects. Names, *in full*, ages (*years and months*) and Forms to appear on the Reports. Schools and Classes should state the number of children working in each Form.

For scale of marks (*as remarks*) to be followed in all subjects see head of Report Forms.

Members are asked to state on the Parents' or Teachers' Report Form (*a*), how the pupil has worked during the term; (*b*), if there has been any handicap on account of illness during the term; (*c*), the reason for the omission of subjects in the examination.